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ABSTRACT

This presentation summarizes data available from 1972 through 1985 on employment opportunities for women in sport. Leadership roles addressed are high school coach, high school athletic director, collegiate coach, collegiate athletic director, official, athletic trainer, and sports information director. Although employment opportunities for women in athletic training look hopeful, all other occupations evidence rapid decline. Causes for declining opportunities for women in sport leadership roles are discussed. Recommendations are made for future topics which must be addressed for change to occur. (Author)

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EMPLOYMENT TRENDS and OPPORTUNITIES
for WOMEN in SPORT LEADERSHIP POSITIONS

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Employment Trends and Opportunities for Women in
Sport Leadership Positions

When Sue Schafer first initiated discussion on what the sex equity office of the Colorado Department of Education could do for women in sport, most of us were aware that we had a problem. By the mid- and late-70's, too many of our female colleagues, who had occupied roles of women's or girl's athletic director, had acquired titles of assistant athletic director (in charge of girl's programs) or associate athletic director. Very few maintained the title, Director of Athletics, though most still had the same responsibilities.

Many of our colleagues too, the same women who fought so hard for women's sports opportunities, who had been THE GIRLS COACH (the four sport coach!), had gone from coaching two sports, to one sport, to no sports. Her replacement? In many cases, men. Young men who had been sport competitors. Older men who "used" to coach the boys' teams.

That was our "sense" about our colleagues. As EAE met the first time, with its conglomerate of former and current sport leaders and concerned school personnel in our state, it was immediately apparent that we needed more than a "sense" of what was happening. We needed some hard data. One of the first committees established was on research and fact finding. At the same time the Colorado group began to gather data on

high school coaching roles in our state, a similar study on the situation in collegiate sport was being conducted by Vivian Acosta and Linda Carpenter of Brooklyn College. Much of the data presented today on intercollegiate sport comes from their data.

In addition, other groups have conducted research which contributed to knowledge about gender, leadership and sport. Susan True of the National Federation of State High School Associations, Cramer Products, the National Interscholastic Athletic Administrators' Association, the College Sports Information Directors Association, and Susan Schafer, from the Colorado Department of Education have all provided information for this paper.

Educators for Athletic Equity defined sport leaders as coaches, athletic directors, sport officials, athletic trainers, sport information directors, and governing board members. Though employment data on some of these roles was unavailable, I want to share with you today what we did find.

The results of the Colorado study were, in a word, stunning. Some of the facts: In 1973-74, 89% of the high school girls sports teams were coached by women. By 1983-84, the number of girls participating in sports had tripled, but the number of women who coached those teams had dropped to 33%. In 10 years the job opportunities for women to coach in the high schools had dropped 56%. In Colorado last year, of the 92,677 students

participating in high school athletics, 38% were girls. This is reflective of the national average. However, only 17% of the coaches for all those athletes were women. Additionally, it was reported that 6% of the coaches were "unknown", meaning that it was not possible to infer the sex of the coach by name or that coaching positions were unfilled at the time the directory went to print. It is likely that many of the unfilled positions were not filled by women. Therefore the percentage of high school coaching positions occupied by women in Colorado could be as low as 11%.

From data reported by Susan True, Editor of Publications for the National Federation of High School Athletic Associations, the Colorado data reflects national trends.

From 1971-72 until 1982-83 the following states report declines in the percentage of girls sports coached by women.

Illinois	100% - 62%
Kansas	69% - 33%
Nebraska	48% - 31%
Ohio	96% - 44%
Virginia	92% - 55%
Wisconsin	100% - 45%

Across the country the message is clear. Opportunities for girls to participate in sport at the high school level have certainly increased. Coaching positions, positions which reflect leadership and opportunities for achievement-based,

female role models, have not.

The collegiate coaching scene is not any more encouraging. Acosta and Carpenter report comparative data from 1977-78 through 1983-84, representing approximately 70% of collegiate programs (1076). Their findings show that in 1977, one year before the Title IX compliance date, the average number of sports offered for women was 5.61 per school. In 1984 that number had grown to 6.9.

Although participation opportunities have grown, the percentage of women's teams coached by women has declined over the 7-year period. In 1977 only 58% of collegiate women's teams were coached by women. In 1984, that figure had dropped to 53.8%.

Though a 4-plus percent decline doesn't seem too dramatic, it is important to note the time frame over which this data is compared. By 1977 many schools had already made moves toward compliance. I would guess the 58% figure from 1977 represents a considerable drop in the number of women coaching collegiate women's sports. It would be interesting to have 1973 data to use as a comparison. Regardless, the current status is telling. Barely half of the collegiate women's sport teams in this country are coached by women.

Comparative data for collegiate athletic directors was not

available. However, the current status of women in these positions should also give pause for careful consideration.

According to Acosta and Carpenter, women represent only 9.8% of collegiate athletic directors (including directors at all-woman colleges).

The most common pattern of administrative structure is a two-person administration: a male athletic director with a female assistant or associate athletic director (29.1%). The second most common is a three-person administration with a male athletic director and at least one female who serves in an assistant or associate role (17.6%).

Those structures comprise almost 50% of collegiate athletic administration. In programs with one athletic director administering programs for men and women, only 7% are women.

One of the more interesting observations made from this data: fully one-third of collegiate programs have women totally in charge of women's programs, but with the title of assistant or associate athletic director.

A 1983 survey of high school athletic directors conducted by the National Interscholastic Athletic Administrators Association (NIAAA) yielded the following descriptive data.

Ninety-five percent of high school athletic directors are male; 96.7% are white. They are responsible for an average of 8.7 sports for boys; 7.2 sports for girls. They supervise an average of 26.6 male coaches and 10.6 women coaches.

They are older--mean age, 45.

They are entrenched. On the average they have been involved in sport for 21 years. They have been in their present position 16 years.

Though the majority (75%) no longer coach, 85% were multiple sport coaches. Seventy-five percent coached football and basketball.

That data certainly represents a clear picture of what is popularly called "the old boys club".

In response to questions concerning "sources of preparation which were most helpful", 93% reported "on the job training", 81%. "advice of colleagues"; 65%, "support of the school administration". Other sources found to be helpful were district and state athletic director meetings and workshops. Networking, also known as the "old boys network", provides important preparation for the role of high school athletic director.

Reported among the least helpful as a source of preparation was formal schooling: graduate and undergraduate degree programs.

Data on other sport leadership roles (officials, trainers and sports information directors) is not extensive. However, the following represents what I found.

Twenty percent of the high school sport officials in Colorado are women. However, that may be a misleading figure since ninety-one percent of the girl's gymnastics officials and 70% of the volleyball officials are women. Of sports in which boys and girls both participate in Colorado, the picture is a little different. In basketball only 7% of the officials are women. 4.6% of the soccer officials are women, and 10.2% of the track and field officials are women.

According to Mary Edgerly, administrative assistant for the National Athletic Trainer's Association (NATA), no data was available on the number of women who held NATA certification, or filled the role of athletic trainer in colleges, high schools or private clinics (a growing career opportunity for those in sports medicine).

However, information provided by Janet Lozar, Assistant Director of Educational Service for Cramer Products, Inc., provides some indication of possibilities and interests of girls and women in this area.

In 1974, Cramer offered 18 workshops around the country which had a total enrollment of 992. 126 of those attending, or 12.7%, were girls. In 1984, Cramer offered 24 workshops with a total

enrollment of 1320. 488, or 37% of those attending were girls.

Workshops provided for coaches tell a very different story. In 1974 Cramer offered 5 workshops for women coaches through DGWS. 190 women attended.

In 1984, 11 coaches workshops were offered and attended by 549 people. Only 138, or 25%, were women.

In discussions with several people in the sports medicine field, however, it would seem that there are many opportunities for women and that gender is not a handicap. Because high schools are recognizing the need for certified trainers and because of new directions in the field which provide opportunities in private clinics, there is a continual and growing need for people in this area.

In 1984, COSIDA, College Sports Information Directors of America, completed a survey of its membership. Two hundred and thirty-four members responded; 17% were female. There was no indication of role or status of these women, i.e., whether they were directors, assistants or associates.

However, I'll share one observation, COSIDA has a 15-member board of directors, one of whom is a woman. Her credentials? Mary Jo Haverbeck has been on the Sports Information staff at Penn State since 1974. Prior to coming to Penn State she had worked

as a public relations and advertising professional in banking and higher education. She had national and international experience in television and radio. Her list of accomplishments at Penn State is lengthy; she has numerous award-winning publications. Yet her title? She is an associate sports information director.

Additional information from the survey that those interested in SID careers might find pertinent.

The job is low in pay: over 75% report an income of \$25,000 or less, and 30% of those make between \$16,000 and \$20,000 a year.

There is a lot of turn-over. Over 55% have been SID's for 5 years or less. 47% are considering a change of employment, and of those, 55% plan to leave SID work.

The primary preparation or career path is as a student assistant (40%) or through newspaper work (31%).

Almost 75% reported that their job was stressful. Yet 98% report that they enjoy their work.

What does all this data mean? To what can we attribute the dramatic decline of numbers and percentages of women in sport leadership roles? And why have we been so long in addressing the problem?

Schafer has noted that the problem has been concealed by our own pride and complacency; pride associated with the dramatic increases in sport participation among girls and women. Since sport participation is highly visible, we can see those increases in opportunity. Teams have uniforms, a schedule, a practice time, scholarships, and championships. They have fan support and a media attention, though considerably less than boys' and men's athletic endeavors receive.

These gains have diverted our attention from who is providing leadership for competitive young females. We have failed to notice who was at the bench, on the sidelines, in the training room, the board room, the press box and the officials table.

There are other explanations, too, for this decline. In many cases there has certainly been lack of opportunity. In other cases it has clearly been women's choices to leave, or not enter, athletic leadership positions, particularly that of coaching.

But--what of lack of opportunity?

When Title IX was passed, many schools suddenly needed twice as many coaches to staff newly created sport programs for girls and women. Further, administrators tended to seek in-house personnel to fill these positions, and were, in response to Title IX interpretations, looking for "qualified" people.

Now, the concern for qualified coaches for girls and women's programs was certainly laudable. However, the term "qualified" was translated in that time to mean "has coached" or "has played". It was rare to have a woman in your school with previous coaching experience other than the girls' physical education teacher. And it is true that she had lots of opportunity to coach, in some cases as many as eight sports per year. But there were many times to women were available with previous competitive experience, even the physical education teacher. But there were lots of men teachers in a school who met that qualification.

Prior to 1974, few men were interested in the low-key, low-pay, low-prestige provided by girls programs. But with Title IX and resulting equal pay, many men were applying, and being hired, to coach girl's sport teams.

Another factor which worked to deny women opportunities to coach were staff cuts due to declining enrollments and financial exigency occurring since the late seventies. Because of the "last hired, first fired" principle, young faculty were the first to go. And it is the young women entering the field who have the appropriate qualifications to coach.

So much for denied opportunity. Why are, or were, women choosing not to affiliate with coaching or other sport leadership roles?

First, many women in coaching suffered burnout and demonstrated classic symptoms. After coaching from two to eight sports--with no assistant coaches--they were physically tired, and returned to teaching only positions. And, they were emotionally tired. Many hard-won victories were fought, not in the gym, but in the principal's office. Battles over facility use, equipment, practice time, and dollars created a lot of battle fatigue.

For some, the consequences of change were difficult. A philosophy of competition which they could not support created values conflicts and further contributed to burnout. Frustration over loss of leadership roles made casualties of others.

Second, some women chose to leave coaching seeking opportunities for professional growth. The career ladder for many men who coach climbs directly to positions of athletic director, vice-principal, principal and central administrator. Coaching does not seem to provide those same career opportunities for women. Coaching became a dead-end job.

Third, some women deemed the sacrifices too great to stay or enter coaching. The emotional and financial rewards were too limited for the amount of time and expertise required.

Many women had family or out-of-school responsibilities. As athletic programs for girls and women became more competitive,

they also became more time consuming. We practiced longer and with more intensity; we traveled more; we had more contests; we needed more expertise, which required more attendance at workshops and clinics. Coaching, too, WAS A SECOND JOB, IN ADDITION TO TEACHING, and women with family responsibilities simply did not have time. For others, the time commitment ceased to be worth it.

Many women who are leaving coaching today report lack of support to be an important factor. The emotional rewards are missing. Many are the only female coach in their building, or the only one in their league. They feel little sense of collegiality with, or support from, male coaches, administrators, parents, or the media.

Too, women have found that other responsibilities within the school setting pay as much as coaching, and with far less time commitment.

Finally, women's career options have broadened considerably since the early 1970's. In 1980, as compared to 1970, degrees conferred to women in medicine increased 500%, in law 1300%, and in engineering 1400%. Degrees to women in education decreased 4%.

Fewer women are entering education-related fields. Most of the women participating in collegiate sport programs are not

preparing for careers related to teaching and coaching.

What can we do about this situation?

That is Donna's topic.

But I feel we need to seriously address three topics if this situation is to change:

1. We need good data that supports THE VALUE of good athletic programs. The economic realities and current educational focus on reform may leave us without programs to provide leadership for. And that is as true for boys' and men's programs as it is for girls' and women's.
2. We need data that supports the IMPORTANCE OF QUALIFIED LEADERSHIP in order for the benefits of sport and athletic programs to be attained. And we need to clarify that good coaching is more than having been a high school or collegiate competitor. There are important bodies of knowledge to be tapped, which, when utilized by coaches and other sport leaders, will greatly enhance the quality of the competitive experience for young people.
3. We still need to demonstrate why it IS SO IMPORTANT TO HAVE FEMALES AS ROLE MODELS in sport leadership positions.

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THE STATUS OF LEADERSHIP ROLES FOR WOMEN IN SPORT

presented by Carolyn Cody, PhD.
University of Northern Colorado, Greeley

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HIGH SCHOOL COACHES of GIRLS' SPORTS BY SEX *

	Total Number of Girls' Coaches	%Women	%Men	%Unknown
Girls' Basketball	266	24	71	5
Girls' Cross Country	110	8	92	
Girls' Golf	94	6	94	
Girls' Gymnastics	97	66	34	
Girls' Soccer	52	19	81	
Girls' Swimming	81	47	53	
Girls' Tennis	84	39	61	
Girls' Track	253	30	61	9
Girls' Volleyball	261	62	37	1

* Colorado High School Activities Directory. 1982-1983

From Schafer, S. P. Sports need you. A working model for the equity professional.
Denver, Colorado: Colorado Department of Education, 1984.

COLORADO HIGH SCHOOL SPORT OFFICIALS BY SEX*

	Total Number of Officials	%Women	%Men	%Unknown
Baseball	274	2.2	96.7	1.1
Basketball	645	7.0	93.0	-0-
Football	579	-0-	97.7	2.3
Boys' Gymnastics	30	-0-	100.0	-0-
Girls' Gymnastics	165	90.9	2.4	6.7
Soccer	261	4.6	93.1	2.3
Swimming	112	38.4	53.6	8.0
Track and Field	49	10.2	87.7	2.0
Volleyball	424	70.3	29.7	-0-
Wrestling	188	0.5	97.9	1.6

* Colorado High School Activities Association Officials Directories. 1983-1984

From Schafer, S. P. Sports need you. A working model for the equity professional.
Denver, Colorado: Colorado Department of Education, 1984.

PERCENTAGES of HIGH SCHOOL GIRLS' ATHLETICS TEAMS COACHED BY WOMEN

	<u>1971-72</u>	<u>1982-83</u>
Illinois	100	62
Kansas	69	33
Nebraska	48	31
Ohio	96	44
Virginia	92	55
Wisconsin	100	45

From True S. Data on percentages of girls' high school athletic teams coached by women. Kansas City, Missouri: National Federation of State High School Associations, 1983.

PERCENTAGE of WOMEN'S COLLEGIATE TEAMS COACHED BY WOMEN

<u>Sport</u>	<u>1977-78</u>	<u>1983-84</u>
Basketball	79.4	64.9
Cross Country	35.2	19.7
Field Hockey	99.1	98.2
Golf	54.6	39.7
Gymnastics	69.7	59.1
Soccer	29.4	26.8
Softball	83.5	68.6
Swimming-Diving	53.6	33.2
Tennis	72.9	59.7
Track	52.3	26.8
Volleyball	86.6	75.5

From Acosta, R. V., and Carpenter, L. J. The status of women in intercollegiate athletics: A five year national study. Brooklyn, New York: City University of New York, 1984.

HIGH SCHOOL ATHLETIC DIRECTORS

The typical high school athletic director is a 45 year old (65% are between 40 and 60 years old) white (96.7%) male (95%). He has been involved in sport for 21 years, coached football and basketball (75%) and in his present position for 16 years.

He supervises 26.6 male coaches for 8.7 boy's sports and 10.6 female coaches for 7.2 girls sports.

From NIAAA, "National Athletic Directors Stress Survey: Descriptive Summary", Interscholastic Athletic Administration, Vol. 9, No. 4, Summer, 1983.

COLLEGIATE ATHLETIC DIRECTORS

The athletic director in 84.2% of all NCAA colleges and universities is male.

36.4% of the colleges and universities sponsoring women's athletic programs have no women at all involved in athletic administration.

Fully one-third of collegiate programs have women totally in charge of women's programs, but with the title of assistant or associate athletic director.

From Acosta, R. V., and Carpenter, L. J. The status of women in intercollegiate athletics: A five year national study. Brooklyn, New York: City University of New York, 1984.